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California State University
San Bernardino

THE CHALLENGE: EFFECTIVE LEARNING THROUGH
WHOLE LANGUAGE, LITERATURE, THEMATIC UNITS
AND THE SOCIAL SCIENCE FRAMEWORK FOR THIRD GRADE

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the

Degree of
Master of Arts
in
Education: Reading Option

by

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1991

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ABSTRACT

THE CHALLENGE: EFFECTIVE LEARNING THROUGH WHOLE LANGUAGE, LITERATURE, THEMATIC UNITS AND THE SOCIAL SCIENCE FRAMEWORK FOR THIRD GRADE

Gladys M. Wilcox, M.A.

California State University, San Bernardino, 1991

Statement of the Problem

The purpose of this project is to view effective learning from a whole language perspective, and its influence on the implementation of the new History-Social Science Framework. Whole language perspective calls for a unique and different view towards learning and curriculum.

Procedure

Whole language is a philosophy about the nature of learning which should be real, meaningful, purposeful, and relevant to the learner. Whole language gives a positive, basic view of teaching and learning, and the vital role of whole language teachers.

The whole language perspective returns power and control back to teachers and students in the classroom where the curriculum is shaped by teachers and the

students' input together.

The role of whole language teachers becomes that of a facilitator and a co-learner with their students, while the students are actively involved with and are responsible for their own learning. The teachers are responsible for a learning environment which is free from fear, failure and where both students and teachers become risk-takers.

Learning within a thematically organized curriculum delivered from a whole language perspective, immerses learners in a rich literature environment. It provides many meaningful language opportunities which enable the students to learn in-depth about new and old concepts, and make connections between these ideas and their world in a meaningful way. Thus quality literature serves as a springboard to literacy and to lifelong reading.

Whole language perspective towards learning provides for naturalistic and relevant evaluation as it is an integral part of curriculum in whole language classrooms.

Conclusions

The goals of whole language, quality literature, and thematic units are to facilitate effective learning by providing many real and meaningful invitations to

all students through integrated communication skills within an interrelated curriculum from a whole language perspective which is basically quality education.

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California teachers today have the exciting but awesome responsibility of implementing the new History-Social Science Framework which requires a different curricular approach and a rich, innovative curriculum.

This new framework presents a challenge in that it emphasizes a curriculum based upon both an integrated and interrelated approach for its implementation, especially at the primary level. It also emphasizes the need for a different curricular approach which will appeal to the imaginations of all students, and reach all students regardless of economic, social, cultural, educational, religious, or racial backgrounds.

Statement of the Problem

There are two immediate problems confronting the classroom teachers as they attempt to implement the new History-Social Science Framework: (1) How are the teachers to implement the new framework effectively? (2) How will the teachers creatively supplement the limited available resources?

Actually these two questions become a challenge and present an unique opportunity for these teachers to become whole language teachers, take control of their classrooms, and make their own decisions as to the instructional mode and choice of materials that they wish to use for the implementation of the new History-Social Science Framework.

The first question - How are teachers to implement the new social science framework effectively?

- challenges teachers to become innovative. But many teachers are not prepared to implement the new framework which serves only as a guide to the new curriculum. Many feel threatened or frightened by this freedom of choice and direction. In the past they have been told what, when, and how to teach through the use of prepared program materials and were not allowed to stray from the prescribed course of study. They may also feel inadequate or not have time to develop the needed additional supplemental materials that are lacking in order to provide an effective and creative instructional mode which will reach all students and turn them on to learning.

This innovative learning approach must also resolve several internal educational problems such as the short attention span of students in all grades, their level of motivation, the lack of interesting and challenging materials, and the all too common complaint of the students that "It doesn't make sense."

Whole language learning is the result of emphasizing a meaning-making process that can change the complaints to the positive statement, "It does make sense!" Whole language learning goes far

beyond the new framework by stressing that all language and learning be whole, natural, purposeful and meaningful. The invitations to learning are child-centered, involving students as active responsible participants.

The structure of whole language curriculum is provided by whole language teachers and is built around "... functional language and moves through a full range of written language, including all types of literature" (Ferguson, 1988, p. 25). It calls for an immersion in all types of language through listening, talking, observing, reading, being read to, reading to, and writing. Whole language teachers are the key element in setting up a framework of language experiences, both written and spoken.

Whole language learning also calls for an immersion in quality literature. According to Johnson and Louis (1990), "Whole language advocates take a common-sense view that children can best be introduced to written language by being exposed to real examples of literature, natural texts written for purposes other than instruction..." (p. 160). These natural text serve both as a rich curriculum and as a means to study history-social science in depth, and as a well told story. Thus students are able to enrich their studies

about their world with the use of literature of a certain period and literature about that certain period which will help to reveal the struggles, failures, and triumphs of people from the past who seem to spring to life through the reading of quality literature.

Whole language teachers are responsible for fashioning the environment, and for facilitating the use of reading and writing processes through a variety of settings as well as instructional strategies. It is the whole language teacher who arranges and provides an environment of opportunities for interaction between learners and language. The teacher's role becomes that of a facilitator who guides and assesses the students as to their background knowledge and experiences. It is not the teacher's responsibility to teach but to make it possible for students to learn. The whole language teacher chooses "people over programs..." and provides a classroom environment which is "...comprehension-centered and child-centered..." according to Rich (1985, p. 720). The student is at the center of the learning experience and the teacher is a co-learner. The whole language teacher learns with the students and from the students.

Whole language learning is innovative because the student's role in the learning process also changes and

becomes that of an active participant, actively constructing knowledge for themselves. The students begin to assume more responsibility for decision making as they explore writing and reading through personally motivated situations which reflect their backgrounds and interests. Smith (1985) states that "Anything that children cannot relate to what they already know will be nonsense to them..." (p. xii).

Whole language learning goes beyond the new framework since the whole language curriculum integrates, not fragments the learning process. Students and teachers participate in learning together in a holistic manner. Whole language teachers learn to trust their own judgement by organizing a classroom in which they are the professional in charge, directed only by the strengths, needs, and abilities of their students.

Whole language learning responds to all students, taking in consideration their variety of experiences, and their desire to learn and make sense of their world. All students have an opportunity to acquire knowledge in a natural and meaningful way through a rich environment of language, both written and spoken. Rich (1985) states that whole language learning "... creates an environment of trust, security, and

interaction, ... in which students can make choices, take risks, make mistakes, and learn the consequences of these mistakes without fear" (p. 723).

The second question - How will teachers creatively supplement the limited available materials? - presents another challenge for whole language teachers.

Effective, interesting resources and materials need to be designed that will reach all students. These innovative materials need to integrate and interrelate the curriculum, and give depth to the disciplines which will lead to meaningful learning and understanding.

Whole language learning stresses a rich curriculum centered around concepts with an interrelated curriculum that is designed to give students many meaningful real language experiences and opportunities to compare, analyze, and learn about themselves and their world. According to Johnson and Louis (1990), "The meaningful use of language starts with the use of natural texts, which always use language meaningfully" (p. 161).

The thematic literature approach to learning is an effective alternative mode for instruction and "the only way ... of providing language instruction that carries learning opportunities for a wide variety of children is to offer [such] a program that requires the

children to hear, speak, read and write meaningful language" according to Johnson and Louis (1990, p. 9). Using a thematically designed curriculum insures that students are immersed in a rich variety of meaningful language activities and experiences, both written and oral which encourages active participation.

Thematic learning calls for a different set of invitations to the curriculum. Literature units are based upon materials that are organized around a central concept which interrelates a wide range of subjects and reflects the students' backgrounds and interests. Well designed thematic literature units can add new depth and understanding. "[A] theme provides an excellent focus. A body of books that address a similar theme will promote much valuable discussion..." state Johnson and Louis (1990, p. 95). Devising a literature unit is comparatively easy once the focus of the unit has been decided by the students and teacher. Whole language teachers need only to locate and sequence relevant material and devise appropriate meaningful activities that interrelate the disciplines across the curriculum.

Theoretical Foundations

This project is based upon a theoretical orientation that defines learning as a process in which

learning is meaningful and makes sense to the learners' world. Smith (1985) says that "Nothing can be taught unless it has the potential of making sense to the learner, and learning itself is nothing but the endeavor to make sense" (p. xiii). Learning should be a natural meaningful process which builds upon the backgrounds, natural interests and curiosities of the students.

The learning process is best developed and presented through whole language learning organized into thematic literature units. According to Johnson and Louis (1990), "A whole language philosophy suggests that all components of language must be harmoniously integrated into the instructional program" (p. 9). This approach to learning involved both the students and teachers as co-learners. It enables the teachers to take more control over their classrooms, make their own decisions as to the organization of the curriculum, set up a classroom environment which is free of fear and failure, where students and teacher learn together, from each other and about each other, encourages risk-taking, and helps the learners to believe in themselves as readers and writers. Ferguson (1988) writes that "... Children involved in whole language classrooms know they are readers and writers and believe in

themselves as learners. These beliefs will support each student in a lifetime of productive and joyful learning" (p. 27).

Learning through thematic units delivered from a whole language perspective immerses learners in a rich literature environment and provides many meaningful language opportunities, written and oral, which enable the students to learn in-depth about new and old concepts and make connections between these ideas and their world in a meaningful way.

Thematic units reach across the curriculum and pull different disciplines together increasing the potential for capturing the interests of all students. It is in this type of learning environment that the role of the students becomes that of an active participant, actively engaged in learning what one wants to learn since there are many opportunities from which to choose and how to go about doing it. It is through the learning processes of a holistic perspective towards problem solving that students are encouraged to predict and confirm, and make the connections between their background experiences, the new concepts, and their world. Smith (1985) writes, "Prediction ... is the basis of learning" (p. 10).

Using a holistic perspective towards uses of

literature, whole language teachers design units which focus the learning and interrelate all the disciplines, unlike purchased, prepared programs which promise much and delivers little. Whole language, according to Altwerger, Edelsky, & Flores (1987), "... is a set of beliefs, a perspective" (p. 145).

These theoretical beliefs support my perspective that learning be natural, meaningful and purposeful for the learners. As Mooney (1988) so adequately states, "A child is not a vase to be filled but a fire to be lit" (p. 2).

Literature Review

The purpose of this literature review is to define the whole language philosophy and to discuss the beliefs of whole language teachers. In addition, I will discuss the teachers' and students' roles and how their input effects curriculum. I have also included the common threads of whole language curriculum which are literature and thematic units. Finally, I will discuss evaluation from a whole language perspective.

In the past decade, there has been increasing interest and excitement, by educators, in whole language learning and teaching. At the same time, much confusion has risen about whole language. "What is whole language?" "Why whole language?" Yet amidst all this confusion, whole language is being hailed as holding great promise for the development of lifelong learners and literate citizens. Thus, there is a need to define whole language.

Philosophy of Whole Language

Whole language is a philosophy about the nature of learning. Routman (1988) defines whole language as "... a philosophy which refers to meaningful, real, and relevant teaching and learning" (p.26). Whole language has also been described as a "set of beliefs", a "belief system", a "practical theory", a "philosophy"

(Harste, 1989; Moss, 1990; Newman, 1985; Weaver, 1990), and by Altwerger et al. (1987) as "... a lens for viewing, a framework that insists that belief shapes practice" (p. 148).

Whole language is "... an evolving philosophy [which is] sensitive to new knowledge and insights" according to Weaver (1990, p. 3). It is based upon naturalistic research from many disciplines and a variety of perspectives such as language acquisition, emergent literacy, psycholinguistics, sociolinguistics, education, anthropology, developmental and cognitive psychology, and other fields of study (Goodman, 1986; Graves, 1983; Moss, 1990; Newman, 1985; Weaver, 1990).

A growing body of research in recent years support whole language as being the one strong focus towards learning that empowers both teachers and students. The strength of whole language comes from its emphasis that meaning and purpose are the main features of language and learning. Whole language is not separate from real language nor do whole language teachers back away from whole language beliefs about learning. Weaver (1990) writes;

... This educational philosophy is based upon research from converging disciplines that together provide a strong theory of learning and of

language, a view of teaching and the role of teachers in fostering learning, and a language-and learner-centered view of the curriculum (p.5).

Whole language is a "humanistic approach" to learning which emphasizes that language is best acquired when it is whole, natural and relevant. Students learn about language through the use of language (Halliday, 1975; Harste, 1986; Smith, 1985). Language learning is both personal and social. Goodman, (1986) states, "Language learning is a process of social and personal invention" (p. 18). Language development empowers the learners as they make their own decisions and become owners of the learning process.

It is important for all educators to realize that whole language is not a ready-made, packaged deal, a whole-word approach, nor a literature-based program. Moss (1990) explains that "Whole language is not a method or an instructional sequence which can be outlined in a teacher's manual or neatly packaged as a program" (p. 9). Whole language can be described as an attitude towards learning.

Whole language respects the idea that the language processes are learned naturally in meaningful context as a whole. Weaver (1990) explains that language is

whole when...

Language is kept whole, not fragmented into 'skills'; literacy skills and strategies are developed in the context of whole, authentic literacy events, while reading and writing experiences permeate the whole curriculum; and learning within the classroom is integrated with the whole life of the child (p. 6).

Whole language gives a positive basic view of teaching and learning, and the vital role of whole language teachers. Whole language returns power and control back to the students and teachers in the classroom where the curriculum is shaped by the teachers and students together. Whole language is "... a way of bringing together a view of language, a view of learning, and a view of people, in particular two special groups of people: kids and teachers" according to Goodman, (1986, p. 5).

While bringing teachers and students together, whole language perspective helps whole language teachers to shape and define their educational beliefs about learning and learners.

Teachers' Beliefs

Whole language teachers have developed a personal philosophy and beliefs about learning and learners.

These beliefs are congruent with whole language learning theories.

Teachers in whole language classrooms believe and trust their students' desire to learn, and that they themselves are learners who must remain open to new ideas and experiences. They are caring people who choose "people over programs" in order to teach students, not programs. They trust, respect, support their students, and have high expectations of all their students. Goodman (1986) states that...

Whole language teachers ... believe in kids, respect them as learners, cherish them in all their diversity, and treat them with love and dignity.... They view their role as helping children to expand on the marvelous language they already use. They expect them to learn and they are there to help them do it (p.25).

Whole language teachers believe that learning is a social, collaborative venture and plan all learning experiences around a variety of real language interactions between students and teachers, students and students, and students and other supportive, understanding adults. Students and whole language teachers learn from one another and with one another. Goodman & Burke (1980) state, "... teaching and

learning are ... a cooperative venture between teacher and student" (p. 14). Students and teachers negotiate and collaborate together to plan and define what is to be done and how best to go about it. Weaver (1990) says, "Whole language teachers recognize that social interaction among students - discussing, sharing ideas, working together to solve problems and undertake projects - enhances learning" (p. 25).

For optimum learning, whole language teachers create an environment which is free of fear and failure. Students in a safe, secure, and caring environment are encouraged by their teachers to make miscues and approximations. Whole language teachers believe that students experiment and test what they are learning about and that it is a necessary part of learning to be risk-takers. Pappas, Kiefer, & Levstik (1990) explain that students, "... because they are active, constructive learners, they are constantly solving problems and generating and testing hypotheses.... Risk-taking is inherent in the process of learning" (p. 37).

Whole language teachers believe that learning can be fun when learning is easy, natural, purposeful, and meaningful. Rich (1985) states, "...Learning is joyous... [because whole language teachers give

students] ownership of their learning [and] ... give children the power to become literate, the power to learn, the power to dream" (p. 723). This is possible due the unique role of whole language teachers.

Teachers' role

The role of whole language teachers is quite unique and different from that of traditional teachers. Whole language teachers see themselves as both co-learners with their students and as committed professionals who create, design, and implement their own curriculum. They design real language activities that are open-ended and are shaped by and around their students' input. They offer and facilitate invitations to real language experiences using quality literature through an integrated language curriculum which is interrelated across the disciplines. Goodman & Burke (1980) explain, "The teacher's role becomes one of guiding and facilitating learning more than one of imparting knowledge" (p. 16).

Whole language teachers are the key element in creating and fashioning a supportive learning environment, setting the emotional climate and tone for a whole language classroom. They provide the framework of language experiences, both written and spoken which will reach all students regardless of background,

possible deficiencies, language, and varying developmental levels. Routman (1988) believes that "the emotional climate and tone the teacher creates in the classroom may well be the most significant factor in the success of a reading-writing classroom" (p. 29).

Whole language teachers facilitate, guide, encourage, promote, and respect individual differences and growth instead of fostering competition among their students. Rich (1985) writes that whole language teachers know that "... each child is unique, full of language and is eager to learn" (p. 722).

These teachers are process oriented. The reading and writing processes are integrated and interrelated, and learning is encouraged through the development of strategies. Pappas et al. (1990) state that whole language teachers believe "risk-taking is an inherent part of learning" (p. 37). Thus errors or "miscues" are encouraged rather than perfection and mastery of skills. They build on students' areas of strength instead of remediating weaknesses. They promote student independence in learning rather than dependence on the teacher, and encourage students to assume the responsibility and ownership for their own learning.

A safe and secure learning environment is set up by whole language teachers where students and teachers

can interact and learn from one another. They believe learning is a social activity, is best fostered through social interactions, and where students are actively involved in making decisions for their own learning, making their own choices, their own errors and in becoming independent learners. According to Weaver (1990), "Whole language asserts that in order to grow and learn, teachers and children must all be learners, risk-takers, and decision-makers, taking significant responsibility for learning within the classroom" (p. 24).

Whole language also frees teachers and gives them many opportunities within a variety of situations in which to be "kid-watchers". Whole language teachers observe how their students engage in learning, and interact with them so that they may offer their students experiences that will support their learning efforts. The teachers also observe and evaluate each student's personal growth, development, and strengths in relation to themselves on a continuous basis.

Whole language teachers respect their students for who they are, what they are, where they are, and encourage them as they try and learn. They also value their students as unique individuals. Johnson & Louis (1990) state, "Children need relevant, interesting and achievable experiences with literacy in warm, tolerant,

supportive and forgiving environments" (p. 7).

Learning environment

The environment of a whole language classroom is conducive to real, meaningful and purposeful learning. It is comprehension- and student-centered, where both the focus of learning and teaching is the construction and communication of meaning. Smith, Goodman, & Meredith (1970) state, "Teaching and learning are mainly language games in which the stakes are high - a true education" (p. 369). The learning environment of a whole language classroom is influenced by the role of the students and their input to the curriculum.

Students' role

In a whole language classroom, the students' role changes. They are no longer passive, uninvolved, disinterested learners. Rather, they are active participants, actively constructing meaningful knowledge for themselves about their world. They accept the responsibility for their own actions, for shaping their lives, and for their own growth and development in learning. Harste, Short, & Burke (1988) state, "... learners must actively construct knowledge for themselves - a process that is affected by learners' current beliefs, hypotheses, interests, needs and purposes" (p. 5). Students assume more

responsibility for decision-making as they explore reading and writing through personally motivated situations, call upon their own backgrounds, experiences, resources, and use their own strategies for learning. Newman (1985) writes, "... students can and will take responsibility for their own learning when that learning is perceived as interesting and valuable" (p. 3).

Whole language students want to learn! They want to make sense and order of their world, communicate their ideas, thoughts, needs and wants with others. This is all the motivation that is necessary for their learning. Smith et al. (1970) explain, "Children learn language because they need to communicate.... This communicative need is the most important motivation in reading [and writing]" (p. 278).

Students' role in a whole language classroom involves inquiry - the gaining of "voice" - by taking ownership of their learning processes. Watson, Burke, & Harste (1989) state, "... inquiry is the theory of 'voice'..." (p. 68). They trust their sense of what is right for them, what is useful, interesting, and worth their efforts to learn about. This, in turn, stimulates their energies and their curiosities about their world.

Whole language students can claim ownership in the classroom curriculum through their input as they collaborate and negotiate with their teachers and peers. Their input helps to create, design, and shape an integrated language curriculum which reflects their backgrounds, personal experiences, interests, and desires to know. They also know where they are and in what direction their growth and knowledge is taking them. They are given many opportunities to review and check their own work, to revise, to evaluate, and to collaborate with their teachers and peers to improve it. Routman (1988) explains, "When the child is allowed to self-select much of what he reads and writes and to keep his own reading and writing records, he is also involved in evaluating what he can and wants to read and write" (p. 209).

As active participants, students in whole language classrooms constantly test and experiment while learning. They are actively involved in learning all the time, as long as these language activities and situations are real, meaningful, purposeful and relevant to them. Routman (1988) states, "As long as the task is relevant to kids, and they see a real purpose, there is no need for external motivation" (p. 30). They also know that mistakes are a part of

learning and are encouraged by their teachers to make approximations or miscues while attempting to make sense of their world without fear or failure.

Active participation stimulates effective learning and improves students' comprehension and understanding of their world.

Comprehension

Comprehension and learning cannot be separated in whole language. Comprehension is necessary for learning to take place since learning is based upon comprehension. According to Smith (1985),

... The basis of comprehension is prediction and prediction is achieved by making use of what we already know about the world.... There is no need to teach children to predict, it is a natural process, they have been doing it since they were born. Prediction is a natural part of living (p. 80).

Whole language fosters a natural development of comprehension and thinking. Students in whole language classrooms are free to be the individuals that they are, with their different needs and strengths. Their safe environment allows and encourages the thinking that is so necessary for mental, emotional, and social growth. Weaver (1990) writes, "...comprehension and

thinking skills are inextricably intertwined and developed throughout a variety of daily activities across the curriculum" (p. 181).

Curriculum

Whole language is a philosophy that facilitates whole learning. Students are expected to learn to read and write as easily as they learned to talk - naturally, gradually, and with positive encouragement. Students read and write daily using real, authentic experiences that are meaningful and purposeful to them. Reading, writing, and oral language are not separate components of the curriculum; but rather, they are intertwined in everything the students are doing, in science, social studies, etc., and are integrated with the creative arts such as music, drama, and art. Right from the very beginning, students are immersed in real, whole, authentic "texts" and are encouraged to compose their own real "texts" using real language for real purposes and a real audience. This involvement influences both teaching and the curriculum.

Effective teaching is created and developed through a continuing process of planning, evaluation, and revision to find what works and what doesn't. Whole language teachers develop a broad curriculum framework of whole language invitations which are built

around, according to Ferguson (1988), "... functional language and moves through a full range of written language, including all types of literature" (p. 25). It calls for immersion in all types of language processes, listening, talking, observing, reading to, being read to, reading and writing.

Whole language teachers are the key element in setting up a framework of purposeful, real language experiences, both written and spoken. The curriculum framework for whole language classrooms is the responsibility of whole language teachers. They engage in an ongoing search for effective, real learning experiences, materials, and ideas which will help all their students to learn naturally regardless of background, possible deficiencies, language, or developmental levels. Johnson & Louis (1990) state that the reason whole language teachers find it necessary to develop "... a broad and comprehensive base [for their literacy program] is [due to] the varied nature of the school clientele" (p. 8).

The whole language curriculum is centered around the construction of meaning through the integration of purposeful real language activities involving real reading, writing, and literature experiences across the disciplines. These real language activities reflect

the students' background knowledge, interests, and desires to know. In this manner, students are given a "voice" and "ownership" in their instruction and learning. Crowley (1989) writes, "When students are actively involved in planning, executing, and evaluating their own learning, they have the opportunity to become self-directed, independent learners" (p. 239). With the freedom of choice, students naturally want to find out more about their world. Because whole language teachers know their students, it is reflected in the planning of the curriculum. Newman & Church (1990) comment that, "Whole language teachers make every effort to merge students' interests with overall instructional goals thereby creating a flexible, yet comprehensive curriculum" (p. 22).

An integrated curriculum means that whole language teachers provide natural learning situations in which reading, speaking, listening, and writing can be developed together for real meaningful purposes. Reading and writing are intertwined in all the language activities that students want to engage in. Goodman (1986) states, "... integration becomes the central motif in a whole language curriculum" (p. 30).

When planning the curriculum, time is set aside

for uninterrupted reading and writing language activities, also sufficient time and opportunities for students to share with one another, for the exchange of ideas and ways of solving problems, for reading and for writing. This work time supports the integration of the language arts across the disciplines and helps to keep the students' focus on learning. Goodman (1986) explains,

Whole language teachers are never completely satisfied. They keep trying to make the curriculum more relevant, to make language experiences in school as authentic and relevant as those outside school, to reach all children and help them expand their language competence as they continue to learn through language (p. 30).

Whole language teachers do teach phonics but within meaningful context and only when it is needed. Newman & Church (1990) explain, "Whole language teachers do teach phonics but not as something separate from actual reading and writing" (p. 21). Spelling, punctuation, grammar, and handwriting are also taught in whole language classrooms, not as separate entities but within the writing processes of editing and revision. Students are encouraged to put down their ideas first, using invented spelling if need be. The

necessary changes to conventional spelling and writing mechanics are taken care of during the editing and revision cycles. Johnson & Louis (1990) state,

Children need phonics and sight vocabulary and meaning and prediction and a sense of structure and cohesion, and a multitude of additional characteristics of language that have not [yet] found their way into instructional programs. They need all these things correctly balanced and integrated into a single skill. Reading programs should reflect the harmonious richness of real language (p. 8).

There is no need for special rewards to motivate students to learn in whole language classrooms. Learning is a natural process and whole language students want to learn. If students need motivation to learn, it's saying that these students do not see any sense in the learning or in putting forth any effort in the activity. According to Smith (1985), "There should be no need for special incentives to motivate a child to learn. Learning is a natural process. Children are motivated to learn whenever there is something relevant to them that they do not understand..." (p. 91).

Reading and writing invitations are extended to students in whole language classrooms through the use

of children's literature. Basal readers and workbooks are put in their place - on a back shelf! Reading and writing are active processes involving students who want to make sense of written language. Routman (1988) states, "Reading and writing are taught as an integrated whole" (p. 33). Reading and writing are problem-solving processes that call for total immersion in meaningful print. Smith (1985) in Reading Without Nonsense, (pp. 129-133) lists nine rules for reading instruction which interfere with learning to read but gives only one basic rule and guideline for every aspect of reading and writing instruction. "... make learning to read easy - which means making reading [and writing] a meaningful, enjoyable, useful, and frequent experience for children" (p. 133). Smith claims there are only two basic necessities for learning to read. They are - the availability of interesting material that makes sense to the learner, and an understanding and more experienced reader as a guide.

Whole language teachers involve their students in integrated language arts activities across the curriculum by using children's literature. Newman (1985) states, "Children's trade books are the cornerstone of a whole language curriculum" (p. 64). Their value is in the natural language that is used,

not the controlled or simplified vocabulary of the basal reader. They offer illustrations at their best which help support the story.

Students in whole language classrooms can easily identify with the stories they read and hear, as literature has something to say to each of them. Literature also provides many opportunities for students to develop their writing processes, especially if their teachers plan and organize the reading and writing activities around thematic units which incorporate the content areas, science and social studies, and integrate the creative arts across the curriculum.

Whole language emphasizes students' daily exposure to literature and their immersion in the natural language and wonder of books. Quality literature allows the students' reading habits to develop naturally and enthusiastically. Smith et al. (1970) conclude,

To sustain the motivation of all children, then, reading materials at all ages must be worth reading; they must be real language with a real story or message that is interesting to the child and that is broadly within his realm of experience (p. 278).

Literacy in classrooms

To highlight the importance of literature, Whole language teachers design and set up a classroom library of children's books to give their students easy access to a rich variety of print (e.g., magazines, books, newspapers, posters, ads, etc.). This availability of literature encourages and supports active readers and writers. It is important that literature be displayed and placed in the classroom library. Harste et al. (1988) explain, "Quality literature provides children with a 'lived - through experience' and bears rereading and reflection" (p. 129).

The classroom library is filled with literature that covers a wide range of genres, topics, themes, authors, and illustrators. Students' own books are also displayed in the classroom library and are treated with the same respect as all other authors. Easy access to quality books encourages students to read more widely and more often.

Whole language teachers believe that libraries also support and encourage writing and authorship in the classroom. Harste et al. (1988) state, "A conducive context for learning must be low-risk... environment in which children are given uninterrupted time to engage in, see demonstrated, and come to value

reading and writing as vehicles for exploring and expanding their world" (p. 117). Therefore literature is viewed as having importance and value.

Literature

In recent years new insights about learning and language have begun to influence the way many teachers think about language and literature in the classroom and has changed classroom instruction and curriculum.

Literacy development through literature is based upon the latest research and on natural learning theory. Literature is an excellent means for developing, enriching, and enhancing lifelong literacy. Moss (1984) says, "A rich literary environment serves as the context within which literacy is developed" (p.3).

There are many valid reasons to use quality literature as a means to learn reading and writing. Literature allows meaning to dominate. Students need literature since they are meaning-makers who are always trying to bring order to and make sense of their world. O'Brien (1989) explains that "Literature can expose students to differing perspectives of issues and events" (p. 8).

In whole language learning, literature use places the focus on the development of students rather than

the development of skills. Thus students see themselves as readers and writers, and begin to develop positive attitudes about learning and themselves. Also, literature is seen having value, purpose, importance, and serves to motivate, and promote lifelong interest in reading. Huck, Hepler, & Hickman (1987) state, "All areas of curriculum may be enriched through literature.... Literature has the power to educate both the heart and the mind" (pp. 16-17).

Literature serves as an "invitation" to enter the world of real books, a rich world of real language, real ideas, and real human experiences. Literature deals with human emotions and students can easily relate to stories that deal with emotions - sadness, fear, anger, happiness, etc. which offers them many opportunities to get in touch with their own emotions in a natural, nonthreatening way. According to O'Brien (1989), "Literature is story, and story is what fuels our imaginations, our emotions, and our recognition of ourselves in others" (p. 7).

Children's literature includes picture books, fables, myths, fairy tales, folktales, fantasy, poetry, fiction, historical fiction, contemporary realistic fiction, mystery, nonfictional informational books and biographies, etc. Huck (1976) defines literature as

"... the imaginative shaping of life and thought into the forms and structures of language. The province of literature is the human condition; life with all its feelings, thoughts, and insights..." (p. 4).

Through literature, students are exposed to a variety of themes, genre, and story structures. They can begin to understand the elements of story - plot, characterization, setting, point of view, and voice. Literature also puts them in contact with illustration at its best.

Most importantly, literature makes learning to read and write fun. Routman (1988) writes, "Why shouldn't school be fun? ... If teachers would see themselves first as purveyors of pleasure rather than instructors in skill, they may find that skill will flourish where pleasure has been cultivated" (p. 22).

Literature has rhyme and rhythm, a magic with language, poetic language, rich language, language of mystery and intrigue that leads to the development of mental imagery which is missing in the basal reader. Moss (1984) states, "Teachers who provide a rich literacy environment for their children and instill in them a love for reading, [give] a lasting treasure and probably one of the finest gifts [they] can offer..." (p. ix).

Children's literature can serve as a valuable

instructional resource across the curriculum, as an exciting means to integrating content area, and employing all the communication skills. Huck et al. (1987) say, "All areas of the curriculum may be enriched through literature" (p. 16).

Whole language teachers are aware that literature will increase understanding and application of skills in the content areas such as science, social studies, and the language arts especially when real language activities are integrated and interrelated across the curriculum. Pappas et al. (1990) explain, "Learning has a richness and a significance that are rarely seen when basals and textbooks determine the course of study" (p. 45). This learning is especially effective when presented through thematic literature units from a whole language perspective.

Thematic Units

A different approach to learning is needed and thematic teaching is an exciting, innovative "approach" which allows students to construct connections while learning. Pappas et al. (1990) say that, "There is a constant relating of what one already knows to something new..." (p. 45). The goals of whole language is to facilitate effective learning by providing many real and meaningful language invitations for students

which integrate all the communication skills. Linek (1991) writes;

Teaching from whole language perspective means teaching children to use the tools of communication (reading, writing, speaking, and listening) in a purposeful, meaningful and integrated manner. It means valuing what children already know and immersing them in all aspects of communication ... " (p. 125).

Thematic units continue and further the whole language goal to facilitate effective learning by opening many more possibilities for students to make meaningful connections between the disciplines and their world. They expose the students to many new and exciting insights and new understanding. Harste et al. (1988) state, "Learning needs to connect with, as well as go beyond, what is already known... (p. 366).

Thematic units are constructed around literature and are used to expand comprehension and literary interests across the curriculum using all the disciplines. Its purpose is to invite students into the wonderful world of literature, with its rich world of language and ideas. Norton (1982) explains;

Literature units ... encourage elementary children to apply reading and language arts skills, search

for information, work together in interest or research groups, share an enthusiasm for books, increase knowledge in social studies and science, and share their findings in creative ways (p. 348).

As with whole language, the framework for thematic units is flexible, evolving, and dependent upon the teacher and students. They evolve in a variety of ways, and provide broad areas of study. While the central focus or theme comes from the curriculum, the learning is built around students' interests and input. The scope of thematic units is limited only by the student's interests about what they want to know and by their imaginations. Moss (1990) states, "Literary learning and content learning are complementary and interrelated" (p. 18).

There are many advantages for whole language teachers to use thematic literature units for effective learning. They add depth and breadth to real language experiences, and provide many opportunities for students to explore through literature specific topics and interests. Huck et al. (1987) say, "The content of literature educates while it entertains" (p. 16). This, in turn, allows students to see and make many more connections with their world.

Thematic units are organized around a central

theme and are presented through literature which pulls in a rich variety of integrated language activities (reading, writing, speaking, listening) across the curriculum and interrelated with all disciplines. Moss (1990) writes, "Transactions with literature enrich the inner life of the child" (p. 22). They provide sufficient sustained, quality time for real learning to evolve in a natural sequence, and allows for unlimited use of ideas for creative self-expression. They also satisfy the students' desire to demonstrate and share what they have learned with their peers and parents. Pappas et al. (1990) state, "Thematic units provide sustained time for projects and inquiries..." (p. 45).

Thematic units enable the students to collaborate with their teacher and their peers, to interact within whole groups, small groups, interest groups and individual learning activities that explore the theme or topic being studied. Weaver (1990) explains, "Whole language teachers recognize that social interaction among students - discussing, sharing ideas, working together to solve problems and undertake projects - enhances learning" (p. 25).

While enhancing learning, the many activities involving active student participation may also serve as natural and relevant forms of evaluation which is

needed to indicate student progress and growth.

Evaluation

Evaluation is an integral part of curriculum in whole language classrooms. It is ongoing and reveals the development of the learning, the teacher, and the curriculum. Goodman, Goodman, & Hood (1989) state that;

Evaluation is part of curriculum: it cannot be divorced from classroom organization, from the relationship between teachers and students, from continuous learning experiences and activities....

There is no way to separate the role of evaluation from the dynamic teaching/learning transaction (p. 4).

Evaluation involves the collection of data and the making of judgements about all aspects of learning.

Evaluation should interrelate process and content and should be consistent with whole language principles.

Pappas et al. (1990) say that, "Evaluation is continuous and covers all aspects of an integrated language classroom" (p. 321).

In whole language classrooms, meaningful evaluation relies on careful teacher observation, and teacher judgement. It is ongoing, occurring regularly on a daily basis throughout all the learning activities or experiences by whole language teachers and also by the students themselves. Evaluation should take place

during students' actual involvement in reading and writing language events in relation to themselves only.

Real and natural evaluation of the learning that is occurring can be observed and evaluated daily as the students are involved in the various reading, writing, listening, and speaking activities, in their responses to the literature being discussed, written about, read about, sung and acted upon as they actively learn about their world. In this manner according to Goodman et al. (1989), "...evaluation doesn't get in the way of students' learning" (p. 7).

Relevant evaluation emphasizes what the students know and can do instead of what they don't know and can't do. Ongoing evaluation gives whole language teachers many opportunities to observe their students' learning on many different days and in many different social situations. Goodman et al. (1989) write that the "interaction with students may be the most powerful aspect of the process of evaluation in whole language classrooms because of its immediate relationship to instruction" (p. 11).

In contrast, standardized testing involve only a one time occurrence and is usually the only means of assessment used. Thus, whole language teachers turn down and reject the traditional evaluating instruments

because the nature, the content, and uses of such evaluating instruments are in conflict with whole language learning, teaching, and curriculum.

Evaluation that is acceptable to whole language teachers promotes whole language classrooms. Goodman et al. (1989) state,

All forms of evaluation are consistent with the principles of whole language if: they are holistic and do not fragment language if they are meaningful and relevant to learners if they treat both teachers and learners with respect ... if they are consistent with the best scholarship on language, learning, teaching, and curriculum ... if they are innovative, creative, and dynamic ... if they are open-ended..." (pp. xi-xii).

Since traditional evaluation is rejected by whole language teacher, alternative forms of evaluation must be found. Relevant evaluation abounds in whole language classrooms which look at individual progress and give whole language teachers specific information on individual instructional needs and growth. Pappas et al. (1990) explain that an integrated language classroom "... requires evaluation and assessment that can reflect how children learn and think in context, how they connect what they have learned in various

content domains and how they progress over time" (p. 320).

Whole language teachers have many examples of students' efforts around the classroom which have been kept throughout the school year. Examples of informal evaluation are:

Running records of miscues: teachers observe, record, and carefully analyze what students do in reading.

RMI: Informal reading inventory using about a hundred word sample which indicates student's oral reading strategies: self-corrections, substitutions, omissions, repetitions, insertions, and help student needed and received. Taped.

Oral reading: taped: Student's reading recorded to show progress to parents and students. It reveals fluency and phrasing.

Oral responses: Student's retelling story in own words reveals ability to summarize, sequence, interpret, paraphrase, and recall details.

Participation: Oral responses in shared experience: whole class, individual, group, gives insight to student's understanding and appreciation of literature.

Reading records: Reading records, folders, and notebooks document progress month to month.

Response logs: Student's written response to literature which reveals writing ability to synthesize and interpret.

Writing journals: Student's unedited daily writing using self-chosen topics reveals spelling growth - invented to conventional and writing mechanics used.

Writing folders: Documents writing progress and includes drafts, revisions, final copies, work in progress.

Conferencing: Evaluates progress in reading and writing content areas.

Written tests: Evaluates thoughtfulness and thoroughness of written responses.

Additional informal evaluation is found in students' written responses for real purposes - pen pals, etc., literature extension activities, and self-evaluation (Harste et al., 1988; Routman, 1988).

Self-evaluation

In whole language classrooms, students are given many opportunities to review and check their own work, to revise, to evaluate, and to collaborate with their peers and teachers to improve it. Self-evaluation is

considered to be the most important kind of evaluation. Goodman et al. (1989) say, "Self-evaluation is the most significant kind of evaluation; pupils and teachers need to have a sense of why they are doing what they are doing so that they may have some sense of their own success and growth" (p. xiii).

However, the most valid evaluation is the students' own attitudes toward literature and reading. Routman (1988) states, "... the reading test with more validity than any other is whether or not children read as a free activity" (p. 217).

Summary

Whole language, quality literature, and thematic units do provide for effective learning and allow learning to be natural, real and pleasurable for all students. Weaver (1990) states,

... the most meaningful and thus the most effective and enduring learning is that in which learners are actively engaged; ... skills are best developed through engagement in authentic acts of reading and writing; that research and assessment need to reflect a broader concept of literacy than that measured by standardized tests; and that our educational means need to be congruent with our long-term goals of developing literate and

lifelong learners (p. 2).

Why use whole language, quality literature and thematic units for effective learning? Weavers (1990) explains, "... because whole language is simply good, [quality] education" (p. 3).

Goals, Objectives, and Limitations

Goals Effective learning through whole language, quality literature and thematic study units allow learning to be natural, meaningful, and purposeful for children to develop into lifelong learners and literate citizens of tomorrow.

Objectives

1. To expose students to exploration, inquiry, and discovery strategies for effective learning in a whole language environment.
2. To explore and inquire through quality literature and to increase students' knowledge through focus units or thematic study units based on their interest.
3. To contribute to students' literary awareness and appreciation through a variety of themes, genre, and story structures - plot, setting, characterization, point of view, and voice.
4. To improve language skills and meaning-making through real reading, writing, listening, and speaking activities which are integrated across the curriculum, and interrelated with all the disciplines.
5. To involve students actively in their

learning as they assume ownership and responsibility for independent growth.

6. To develop pleasure and enjoyment of reading, leading to independent reading.
7. To provide many hands-on learning activities which promote and develop creative self-expression.
8. To immerse students in real language and quality literature within a safe and secure learning environment where students and teachers can interact and learn from one another, and where students are risk-takers.
9. To provide natural and relevant evaluation by comparing students' growth only in terms to themselves.
10. Relevant evaluation is provided naturally by students as they are actively involved in discussions, reading to, reading about, writing about, and demonstrating what they have learned through their various chosen activities and projects.
11. The evaluation of the learning taking place will be informal but relevant, involving the active participation of each student as it happens. There will be many end-products

resulting from real language activities, selected by the students themselves for sharing (e.g., journals, creative stories, written and illustrated books, class discussions, projects, music and poems created and written by the students, etc.).

Limitations

This whole language project is limited in its scope and focus to the integration of language across the curriculum and interrelated with all disciplines at the Third Grade level. Through quality literature, three thematic literature study units have been created and designed to extend, to add depth, breadth, and life to the Third grade social science text - Houghton Mifflin (1991) From Sea to Shining Sea, as it is limited in ideas and resources. Quality literature serves as a springboard to encourage students to explore the rich world of literature and to bring the content areas to life!

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APPENDIX

THEMATIC LITERATURE STUDY UNIT I**Folklore, legends, and habitats****Goals, Objectives and Limitations**

Concept All living creatures have made adaptations for their survival which enable them to live in their particular habitats.

Goal To explore, discover, and describe characteristics and behavior of living things which have allowed for their adaptations and survival in a desert environment.

Objectives

1. To expose students to exploration, inquiry, and discovery strategies for effective learning.
2. To explore and inquire through quality literature and increase students' knowledge about the people, animals, and plants that have adapted to and survived in a desert environment.
3. To improve language skills and meaning-making through real reading, writing, listening, and speaking activities integrated and interrelated across the curriculum and disciplines.

4. To involve students actively in their learning as they assume ownership and responsibility for independent growth.
5. To develop an awareness and an appreciation for the variety, diversity and interrelationship of all living creatures of the desert.
6. To contribute to students' literary awareness and appreciation.
7. To develop pleasure and enjoyment of reading leading to independent reading.
8. To provide many hands-on learning activities which promote and develop creative self-expression.
9. To provide natural and relevant evaluation by comparing students' growth only in terms to themselves.
10. Relevant evaluation is provided naturally by students as they are actively involved in discussions, reading, writing about and demonstrating what they have learned through this thematic literature study unit about adaptation and interrelationship of all living creatures to a particular environment, (e.g., the Southwestern desert).

Limitations

This thematic literature study unit is limited in scope to the confines of the Southwestern desert of the United States, though many of the major characteristics are common to most deserts around the world. Within this thematic literature unit framework, the only limitations to this study of the living Southwestern desert are the available resources and the students' imaginations and interests.

This thematic literature study unit has been created and designed to extend, to add depth, breadth, and life to the Third Grade social science text - Houghton Mifflin (1991) From Sea to Shining Sea, as it is quite limited. Literature serves as a springboard to encourage students to explore the rich world of literature and to bring the content areas to life!

The evaluation of the learning taking place will be informal but relevant, involving the active participation of each student as it happens, and with the many end products resulting from real language activities selected by the students themselves for sharing.

THEMATIC LITERATURE STUDY UNIT I

Folklore, Legends, and Habitats

Southwestern Desert

Into:

Initiating

Experience:

Read:

Baylor, B.

The desert is
theirs.

Mc Dermott, G.

Arrow to the
sun.

Baylor, B.

Hawk, I'm your
brother.

Through:

Active

Inquiry:

Theme Cycles:

Brainstorming:

Students list
what they know
about the
desert.

Students list
what they want
to know about
the desert.

Collaborative
planning and
research
teacher &
students.
Locate
resources.

Beyond:

Invitation

Experiences:

Literature

Extensions:

Webbing:

Students list
activities and
books they will
read - leading
to projects and
study trips.

List community
resources.

Into:	Through:	Beyond:
<u>Initiating</u>	<u>Active</u>	<u>Invitation</u>
<u>Experience:</u>	<u>Inquiry:</u>	<u>Experiences:</u>
<u>Read:</u>	<u>Theme Cycle:</u>	<u>Extensions:</u>
Atwood, A.	Engage in	
<u>The wild young</u>	learning	
<u>desert.</u>	activities to	
	explore theme.	
	Individual,	Students list
	small and large	what they know
	group	about the
Baylor, B.	explorations.	desert.
<u>They put on</u>	Use integrated	List what they
<u>masks.</u>	language	want to learn
	experiences and	more about.
	include	
	creative arts.	List and plan
Martin, B. Jr.,		culminating
& Archambault,		activities &
J.		projects to
<u>Knots on a</u>		share with
<u>counting rope.</u>		other classes
		and parents.

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THEMATIC LITERATURE STUDY UNIT II**American Tall Tales and Whoppers****Goals, Objectives and Limitations**

Concept Tall tales embody the historical achievements of America's pioneers. The adventures and hardships of these early Americans have been told in stories and songs throughout the country. Through exaggeration, these early American pioneers have become larger-than-life heroes who have successfully accomplished larger-than-life feats.

Goal To explore, discover, and describe certain early American pioneers, their adventures, hardships, and achievements through humor, exaggeration and quality literature.

Objectives

1. To expose students to exploration, inquiry, and discovery strategies for effective learning.
2. To explore and inquire through quality literature and to increase students' knowledge about the people who helped to settle America.
3. To develop an awareness and an appreciation

for our country's frontier history.

4. To contribute to students' literary awareness and appreciation through humor and exaggeration.
5. To improve language skills and meaning-making through real reading, writing, listening, and speaking activities which are integrated across the curriculum, and interrelated with all the disciplines.
6. To involve students actively in their learning as they assume ownership and responsibility for independent growth.
7. To develop pleasure and enjoyment of reading, leading to independent reading.
8. To provide many hands-on learning activities which promote and develop creative self-expression.
9. To provide natural and relevant evaluation by comparing students' growth only in terms to themselves.
10. Relevant evaluation is provided naturally by students as they are actively involved in discussions, reading to, reading about, writing about, and demonstrating what they have learned through this thematic literature

study unit about early American pioneers who became larger-than-life heroes through exaggeration and humor.

Limitations

This thematic literature study unit is limited in its scope and its focus to the adventures and hardships of certain early American pioneers whose achievements have been told in exaggerated, humorous stories and songs.

The preposterous and fanciful stories of Davey Crockett, Paul Bunyan, John Henry, Pecos Bill, and others will help to bring to life the early days of America's history. The key element in a tall tale is outrageous exaggeration told with a sprinkle of truth - a tall tale!

This thematic literature study unit has been created and designed to extend, to add depth, breadth, and life to the Third Grade social science text - Houghton Mifflin (1991) From Sea to Shining Sea, as it is quite limited. Quality literature serves as a springboard to encourage students to explore the rich world of literature and to bring the content areas to life through a pinch of truth mixed with outrageous exaggeration - tall tales and whoppers!

The evaluation of the learning taking place will

be informal but relevant, involving the active participation of each student as it happens. There will be many end products resulting from real language activities, selected by the students themselves for sharing (e.g., journals, creative stories, written and illustrated books, class discussions, projects, music and poems created and written by the students, etc.).

THEMATIC LITERATURE STUDY UNIT II

America Tall Tales and Whoppers:

America's Frontier

<u>Into:</u>	<u>Through:</u>	<u>Beyond:</u>
<u>Initiating</u>	<u>Active</u>	<u>Invitation</u>
<u>Experience:</u>	<u>Inquiry:</u>	<u>Experiences:</u>
<u>Read:</u>	<u>Theme Cycle:</u>	Literature
Kellogg, S.	Discussion -	<u>Extensions:</u>
<u>Paul Bunyan</u>	define	
	"exaggeration"	<u>Spinning a</u>
Keats, E. J.	Brainstorming:	<u>yarn!</u>
<u>John Henry: an</u>	Students list	Teacher begins
<u>American Legend</u>	what they know	a fanciful
	about Pecos	story and each
	Bill, Davey	student adds on
	Crockett, John	to the tale
	Henry, and	until all have
Maher, R.	others.	spun a yarn.
<u>When Windwagon</u>	Students list	Each student
<u>Smith came to</u>	what they want	has a piece of
<u>Westport</u>	to learn about	yarn & ties his
	these larger-	to end a ball
	than-life	of yarn.
	heroes.	

<u>Into:</u>	<u>Through:</u>	<u>Beyond:</u>
Aliki	Collaborative	Use favorite
<u>The story of</u>	planning and	tall tale
<u>Johnny</u>	research.	character to
<u>Appleseed</u>	Locate	endorse a
	resources.	product.
Kellogg, S.		Write & design
<u>Pecos Bill</u>	Engage in	an ad,
	Learning	commercial.
	activities to	
	explore theme.	Students check
Purdy, C.	Individual,	family for tall
<u>Iva Dunnit and</u>	small, and	tales.
<u>the big wind</u>	large group	List what they
	explorations.	want to learn
	Use integrated	more about lies
	language	and whoppers.
	experiences and	List and plan
Maitland, A.	include the	culminating
<u>Idle Jack</u>	creative arts.	activities &
	Use videos or	projects to
	cassettes.	share with
		other classes
		and parents.

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THEMATIC LITERATURE STUDY UNIT III
America's People - Long Ago and Today
Goals, Objectives, and Lititations

Concept Through quality literature, now and long ago, students can explore the motivating factors that compelled these diverse people to come to America and together build a great country, America!

Goal To develop an awareness for the courage, the hardships, and the cultural diversity of the "newcomers" who helped to settle the land in America, now and long ago.

To discover the many ways in which these people and their cultural groups are alike as well as different.

Objectives

1. To expose students to exploration, inquiry and discovery strategies for effective learning.
2. To explore and inquire through quality literature and increase students' knowledge about the ordinary people who helped to settle America.
3. To develop an awareness and an appreciation

for our country's colonial and pioneer history.

4. To contribute to students' literary awareness and appreciation.
5. To improve language skills and meaning-making through real reading, writing, listening, and speaking activities which are integrated across the curriculum, and interrelated with all the disciplines.
6. To involve students actively in their learning as they assume ownership and responsibility for independent growth.
7. To develop pleasure and enjoyment of reading, leading to independent reading.
8. To provide many hands-on learning activities which promote and develop creative self-expression.
9. To provide natural and relevant evaluation by comparing students' growth only in terms to themselves.
10. Relevant evaluation is provided naturally by students as they are actively involved in discussions, reading to, reading about, writing about, and demonstrating what they have learned through this thematic literature

study unit about the courage, hardships, and achievements of ordinary - extraordinary - people who settled and developed a great country - America!

Limitations

This thematic literature study unit is limited in its scope and focus to the courage that was demanded by the hardship of ordinary people, made extraordinary by circumstances that compelled them to leave everything and settle in a new and unknown land long ago and today. The only limitations to this study are the available resources and the students' interests and their imaginations.

This thematic literature study unit has been created and designed to extend, to add depth, breadth, and life the Third Grade social science text - Houghton Mifflin (1991) From Sea to Shining Sea, as it is limited in ideas and resources. Quality literature serves as a springboard to encourage students to explore the rich world of literature and to bring the content areas to life through the many accounts of courage and bravery by many people long ago and today.

The evaluation of the learning taking place will be informal but relevant, involving the active participation of each student as it happens. There

will be many end products resulting from real language activities, selected by the students themselves for sharing (e.g., journals, creative stories, written and illustrated books, class discussions, projects, music and poems created and written by the students, etc.).

THEMATIC LITERATURE STUDY UNIT III

America's People - Long Ago and Today

Call It Courage

<u>Into:</u>	<u>Through:</u>	<u>Beyond:</u>
<u>Initiating</u>	<u>Active</u>	<u>Invitation</u>
<u>Experience:</u>	<u>Inquiry:</u>	<u>Experiences:</u>
<u>Read:</u>	<u>Theme Cycle:</u>	<u>Extensions:</u>
Smith, E. &	Brainstorming.	
Meredith, R.	Students list	
<u>Pilgrim Courage</u>	what they know	
	about courage	
	and the people	
	of colonial	
	America.	List Activities
Byars, B.	Students list	to complete
<u>Trouble River</u>	what they want	plans, books to
	to learn about	explore -
	pioneer days.	leading to
		projects, study
		trips.
Dalglish, A.	Collaborative	List community
<u>Courage of</u>	planning and	resources.
<u>Sarah Noble</u>	research.	

Into:	Through:	Beyond:
Read:	Theme Cycle:	Extensions:
Cohen, B.	Locate	Students list
<u>Molly's Pilgrim</u>	resources.	what they know
		about early
		Americans.
Surat, M. M.	Engage in	Check family
<u>Angel child.</u>	activities to	background as
<u>dragon child</u>	explore theme.	to continent
		forefathers
	Individual	came from.
	small & large	
	group	
D'Aulaire,	explorations.	List and plan
I. & E.	Use integrated	culminating
<u>Pocahontas</u>	language	activities and
	experiences &	projects to
	include the	share with
	creative arts.	other classes
Jassem, K.		and parents.
<u>Squanto</u>		Find family
		heirlooms.

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